



FINAL EXAM/ ODD SEMESTER/ACADEMIC YEAR 2021-2022
STUDI HUMANIORA
UNIVERSITAS MULTIMEDIA NUSANTARA

Subject	: (UM 122) – English for Academic Purposes	Date	:
Lecturers	: Floreance Sahertian Retnowati Sylvie Meilana Rohaniatul Makniyah Hendra Lim Christiana Sidupa Dwi Rahayu Dwintha Saraswati A. Edi Purwanto	Time	: Exam Week (December 6-17,2021)
Type of Exam	: Take-home		

Midterm Exam Instruction:

Part 1. Students read the passage thoroughly about “**Nadiem Makarim explains the articles of the PPKS Permendikbud: This removes the grey area of sexuality**”. Afterwards, students answer the critical thinking questions.

Part 2. Students write a 1000-word persuasive essay

Course Learning Outcomes:

1. Students are able to think critically, apply, analyze and assess long and complex factual both literary and academic texts. They can understand specialized articles and longer technical instructions, even when they do not relate to their field. (C3, C4, C5, C6, A1, A2.A3, P1, P2)
2. Students are able to write clear, well-structured text and express points of view at some length. They can write detailed expositions of complex subjects in a letter, an essay or a report, underlining the salient issues. They can write different kinds of texts in a style appropriate to the reader in mind. (C3, C4, C5, C6, A4, A5, P3, P4, P5, P6, P7)

Test Questions:

1. Instruction: Students read the passage and answer the critical thinking questions thoroughly

Title: **Nadiem Makarim explains the articles of the PPKS Permendikbud: This removes the grey area of sexuality**

Type of test: Critical - analytical thinking questions



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Learning objective: Students are able to comprehend, implement the reading techniques, analyze the reading text, summarize and asses the main points of reading text

Score: 50 points

2. **Instruction:** Students create an outline and write a 1000-word persuasive essay

Title: Writing a 1000-word Persuasive Essay

Type of test: Academic Writing

Learning objective: Students are able to create and produce their own persuasive essay

Score: 50 points

Part 1:

READING COMPREHENSION – CRITICAL ANALYTICAL THINKING QUESTIONS (50 points)

“Nadiem Makarim explains the articles of the PPKS Permendikbud: This removes the grey area of sexuality”



Minister of Education, Culture, Research, and Technology (Mendikbudristek) Nadiem Anwar Makarim explained the details of the PPKS Permendikbudristek, which later drew polemics from some communities. Nadiem said the PPKS Permendikbud seeks to eliminate grey areas. Nadiem explained the details from article to article in Permendikbudristek Number 30 of 2021. Nadiem said the target of the PPKS Permendikbudristek is to prevent and deal with at least eleven possible incidents of sexual violence that afflict relationships between students, educators, education staff, campus residents, and the general public who interact with students, educators, and education staff.

In article 4, for example, it is stated that if a student of College X experiences sexual violence by a student of College Y, the Task Force for both campuses will refer to the PPKS Ministerial Regulation for handling it. “Permen PPKS details the form of action with the consequences of administrative sanctions, acknowledges the possibility of this form of sexual violence developing, and regulates preventive measures to reduce losses due to cases of sexual violence,” explained Nadiem as quoted from a release on the Ministry of Education and Culture website, Friday 12 November 2021.

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So far, in the process of handling sexual violence, there is often confusion regarding what things can be understood as sexual violence. The lack of understanding related to this often complicates the process of handling sexual violence in the university environment. Referring to article 5, which includes acts of sexual violence are verbal, non-verbal, physical, and through information and communication technology. “The PPKS Permendikbudristek also seeks to eliminate the ‘grey’ areas that have existed so far. What is a grey area? The grey area is activities that are understood not in black and white, whether they constitute sexual violence or not,” explained Minister Nadiem.

The Minister of Education and Technology assessed that Indonesia is currently in an emergency situation of sexual violence in universities. Because, sexual violence is the most difficult to prove, but the effects are very large and long term. Therefore, if there are reports of sexual violence, universities are required to carry out handling which includes assistance, protection, recovery of victims, and the imposition of administrative sanctions. Referring to articles 10 to 19, Minister Nadiem invited the academic community to play an active role in protecting victims. “The assistance in question includes counselling, advocacy, health services, legal assistance, social and spiritual guidance, as well as companions for people with disabilities,” he explained.

The Minister of Education and Technology said that related to protection here, it includes guaranteeing the continuity of education or work, providing safe houses, as well as victims or witnesses being free from threats related to the testimony given. Meanwhile, recovery activities for victims are carried out together with related parties with the consent of victims or witnesses and do not reduce learning and/or employment rights. Furthermore, regarding the imposition of administrative sanctions, namely targeting group sanctions, individual sanctions, and sanctions for universities.

“Sanctions to perpetrators must be based on the impact of their actions on the condition of the victim and the campus environment, not a large chance of the perpetrator repenting. The Chancellor and Director of Higher Education are fully responsible for implementing the PPKS Ministerial Regulation and can impose heavier sanctions than the Task Force recommendations,” said Minister Nadiem. Nadiem said that the task force at the university level, which will assist the chancellor and director in implementing the PPKS Permendikbud, needs to understand education about preventing sexual violence, be able to handle reports, ensure the confidentiality of the identities of parties directly related to reports and maintain the independence of the task force. If the decision of the higher education leader is deemed unfair, the victim and/or the reported party may ask the Director General of Higher Education, Research, and Technology (Dirjen Diktiristek) and/or the Director General of Vocational Education (Dirjen Diktiristek) to conduct a re-examination. The Chancellor and director must routinely monitor and evaluate all activities to prevent and handle sexual violence, as well as the performance of the task force on campus.

Source: <https://1news.my.id/2021/11/12/nadiem-explains-the-articles-of-the-ppks-permendikbud-this-removes-the-gray-area-of-%E2%80%8B%E2%80%8Bsexuality-1news/>



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A. Critical thinking questions (50 points)

Sub Course Learning Outcome:

A1. Students are able to think critically, apply, analyze and assess long and complex factual both literary and academic texts. They can understand specialized articles and longer technical instructions, even when they do not relate to their field. (C3, C4, C5, C6, A1, A2.A3, P1, P2)

Instruction: Students read the passage thoroughly about **“Nadiem Makarim explains the articles of the PPKS Permendikbud: This removes the grey area of sexuality”**. Afterwards, students answer the critical thinking questions.

1. According to the text, Nadiem Anwar Makarim explained the details of the PPKS Permendikbudristek, which later drew polemics from some communities. In your perspective what polemics would probably emerge regarding the PPKS Permendikbudristek/ regulation of sexual violence in university. Why do you think this regulation could create polemics? Please elaborate your answers with strong arguments, real examples and **valid sources/references (Wikipedia and Blogs are not allowed)**, we encourage you to support your arguments with academic articles, English magazine/newspaper such as Jakarta Post, Jakarta Globe, Voice of America, Inside Indonesia, The ASEAN Post, TIME, The New York Times, The Wall Street Journal, etc)
2. In your perspectives, do you agree that formal sex education must be implemented in university curriculum? Please elaborate your answers with arguments, **valid sources/references (Wikipedia and Blogs are not allowed)**, we encourage you to support your arguments with academic articles, English magazine/newspaper such as Jakarta Post, Jakarta Globe, Voice of America, Inside Indonesia, The ASEAN Post, TIME, The New York Times, The Wall Street Journal, etc) and relevant examples.



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CRITICAL THINKING RUBRIC

Critical Thinking Skills include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information

Definition: critical thinking is a habit of mind characterized by the comprehensive exploration of issues, ideas, artifacts, and events before accepting or formulating an opinion or conclusion.

	Capstone 4 (45-50)	Accomplished 3 (35-44 points)	Developing 2 (25-34 points)	Beginning 1 (16-24 points)	Unacceptable (10-15 points)
Identification and explanation of issues	Issue/problem to be considered critically is stated clearly and described comprehensively, delivering all relevant information necessary for full understanding.	Issue/problem to be considered critically is stated, described, and clarified so that understanding is not seriously impeded by omissions.	Issue/problem to be considered critically is stated but description leaves some terms undefined, ambiguities unexplored, boundaries undetermined, and/or backgrounds unknown.	Issue/problem to be considered critically is stated without clarification or description.	Issue/problem to be considered critically is not stated.
Collection of information	Information* taken from source(s) is sufficient to develop a comprehensive analysis and synthesis.	Information taken from source(s) is sufficient to develop a coherent analysis and synthesis.	Information taken from source(s) is insufficient to develop coherent analysis and synthesis.	Information taken from source(s) is insufficient to develop any analysis and synthesis.	No source information is provided.
Recognition of context and assumptions	Thoroughly (systematically and methodically) analyzes own and others' assumptions and carefully evaluates the relevance of contexts before presenting a point of view**.	Identifies own and others' assumptions and several relevant contexts before presenting a point of view**.	Questions some assumptions. May be more aware of others' assumptions than one's own (or vice versa). Identifies several relevant contexts before presenting a point of view.	Shows an emerging awareness of present assumptions (sometimes labels assertions as assumptions). Begins to identify some contexts before presenting a point of view.	Shows no awareness of present assumptions. Does not identify contexts before presenting a point of view.



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Evaluation and Synthesis of information	The evaluation of information is thorough, taking into account the complexities of an issue, while acknowledging limits and synthesizing other points of view.	The evaluation of information is sufficient, taking into account some complexities of an issue, while acknowledging some limits and synthesizing other points of view.	The evaluation of information is incomplete, not taking into account the complexities of an issue.	The evaluation of information is simplistic, obvious, or has limited relevance.	No evaluation of information is provided.
Conclusions and related outcomes	Conclusions and related outcomes (consequences and implications) are logical and reflect student's informed evaluation and ability to place evidence and perspectives discussed in priority order.	Conclusion is logically tied to a range of information, including opposing viewpoints; related outcomes (consequences and implications) are identified clearly.	Conclusion is logically tied to information (because information is chosen to fit the desired conclusion); some related outcomes (consequences and implications) are identified clearly.	Conclusion is inconsistently tied to some of the information discussed; related outcomes (consequences and implications) are oversimplified.	No conclusion is provided.

Source: Copyright 2010 by the Association of American Colleges and Universities.

Part 2: Writing an Essay

B. Writing (50 points) – Persuasive Essay

Sub Course Learning Outcome

B1. Students are able to write clear, well-structured text and express points of view at some length. They can write detailed expositions of complex subjects in a letter, an essay or a report, underlining the salient issues. They can write different kinds of texts in a style appropriate to the reader in mind. (C3, C4, C5, C6, A4, A5, P3, P4, P5, P6, P7)

Instruction:

- a. Students have to create their outline first before writing their essay
- b. Students write a 1000-word persuasive essay about this topic “*No Beauty Standard: Indonesian women have become conditioned to believing in the unrealistic standards of beauty set by society*” (*Students have to create the headings/title of their essay with clear thesis statement, supporting details, real examples and valid references. Students are not allowed to use Wikipedia, Wiktionary, blogs, social media caption or any invalid references/sources*)
- c. Students must use official plagiarism checker provided by UMN Turnitin in UMN Library with 20% general limit of similarity index excluding references and send it to E-learning (You are going to submit 2 files of final exam on E-learning namely the one that has been officially checked by Turnitin UMN Library and the original file)



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Persuasive Essay Rubric


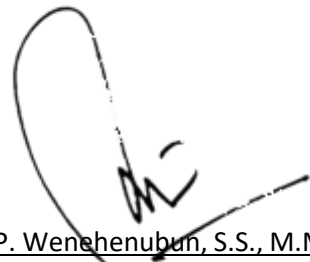
Criteria for Essay				
	Excellent 40 - 50	Good 30 – 39	Fair 20 - 29	Poor 19 - 10
Introduction/Thesis Statement	Excellent Very well-developed introduction & thesis statement. They engage the reader and create interest. They contain and/or introduces the background and state the author's opinion.	Good The introduction & thesis statement create interest and are fairly well developed. But while they contain and/or introduce the background, they are not very engaging; although, they do cover the author's opinion.	Fair The introduction & thesis statement introduced the opinion, but they either do not give accurate and complete information, or they lack detail and creativity. May not cover the general background.	Poor The introduction & thesis statement do not introduce the opinion.
Body Paragraph Topic Sentences & Supporting Details	Excellent The paragraph contains a clearly focused topic sentence that relates to the opinion. Details in the essay are adequate, clear and specific, and there are enough two strong reasons with two clear examples to help the reader see and understand the opinion. Concrete examples are used effectively.	Good The paragraph contains a topic sentence that relates to opinion. Details are clear and specific, but there are not enough of them to allow the reader to be convinced.	Fair The paragraph does not contain a topic sentence that relates to the opinion being described. There are details, but they are not very clear or specific, or there are not enough of them to allow the reader to be convinced.	Poor There is no apparent topic sentence. Details are either wrong or lacking. They do not seem to relate to the opinion.
Conclusion	Excellent The concluding paragraph effectively unifies the essay. It makes a point about the opinion that is creative and interesting.	Good The concluding paragraph effectively unifies the essay, but it does not make a very interesting point about the opinion.	Fair The concluding paragraph relates a conclusion to the opinion, but it does little to unify the essay around the opinion.	Poor There is no apparent conclusion or point made about the opinion.
Organization/Structure	Excellent	Good	Fair	Poor

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	Logical progression of details with a clear structure that enhances the essay and provides clear examples. The transitions are appropriate and used very effectively to support the thesis.	Logical progression of details. Transitions are present, but they do not enhance the overall effectiveness of the essay. All examples are covered in logical order.	Organization is clear. Some transitions are present, while others are either inappropriate or missing. Some examples may be missing or not in logical order.	No discernible organization. Transitions are not present. Cannot discern a logical explanation to the opinion.
Style: sentence flow, tone, and word choice.	Excellent Writing is smooth, skilful, and coherent. Sentences are strong and expressive with varied structure. Consistent and appropriate tone and word choice is used throughout the essay. Vivid sense language is used to create clear images.	Good Writing is clear and sentences have varied structure. There is consistent tone and word choice is appropriate for the explanation of the opinion.	Fair Writing is clear, but sentences may lack variety. The tone is inconsistent and word choice, while adequate, does not clearly explain the opinion.	Poor Writing is confusing and hard to follow. Contains fragments and/or run-on sentences. The tone and purpose is inconsistent and difficult to determine. The word choice is inadequate and the opinion is not explained.
Mechanics	Excellent No errors in punctuation, spelling, grammar, or capitalization.	Good A few minor errors in punctuation, spelling, grammar, or capitalization, but they do not detract from the overall meaning and effectiveness of the essay.	Fair A few errors in punctuation, grammar, spelling, and capitalization that, while distracting, the meaning and intent of the essay can still be discerned.	Poor Distracting and major errors in grammar, punctuation, spelling, and capitalization.



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References:	prepared and designed by:	approved by:
Macmillan Academic Skills- Skillful Reading and Writing. Authors: Mike Boyle and Lindsay Warwick https://1news.my.id/2021/11/12/nadiem-explains-the-articles-of-the-ppts-permendikbud-this-removes-the-gray-area-of-%E2%80%8B%E2%80%8Bsexuality-1news/	 <u>(Floreance Sahertian)</u> Coordinator of English for Academic Purposes	 <u>(Simon P. Wenehenubun, S.S., M.M)</u> Head of Department